Kentucky Core Content Tests
Spring 2000 Teacher Survey
Executive Summary and Report

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Spring 2000 Kentucky Teacher Survey

Executive Summary

The Spring 2000 Teacher Survey results are based on data contributed by 13,850 Kentucky teachers whose students were tested using the KCCT in Spring 2000.

The Kentucky Department of Education asks teachers to participate in an annual survey administered each year in tandem with the Kentucky Core Content Tests. Teachers of students in KCCT-tested grades: 4, 5, 7, 8, 10,11 and 12 were asked to participate in 2000. This report presents results of the KDE Spring 2000 Teacher Survey.

The overall response rate is about 81%.

The intent was to survey all or as many KCCT-grade teachers as possible and 13,850 teachers provided at least one response to the Spring 2000 questionnaire. The overall response rate was about 81%. All eight regions were represented in the large, geographically diverse respondent pool.

The 75-item Spring 2000 survey instrument features six sections: (1) Respondent Characteristics; (2) Influences on Teaching; (3) Respondent Skill Levels in Content Areas; (4) Frequency of Classroom Activities; (5) Professional Teaching Environment; (6) Training and Information Needs.

Results

Section 1. Respondent Characteristics

Both new and experienced teachers and teachers at all school levels are represented in the survey.

- The Spring 2000 respondent pool is comprised of new and experienced teachers. Among the participants are 870 first-year teachers (6%) and 3,815 teachers (28%) having 21 or more years of experience.
- 13% of all teachers (1,851) report teaching at their schools for one year;11% (1,492) for 21 or more years.
- Participants are distributed among school levels as follows: 2% primary; 29% intermediate (Grades 4-5); 30% middle (Grades 6-8) ; 38% high school (Grades 9-12); 1% all levels.

One in every 4 survey participants is an English or language arts teacher.

- One in every 4 participants is an English or language arts teacher. Mathematics teachers comprise 16% of the pool, while science and social studies teachers each comprise 13%. Vocational education, arts and humanities, health and physical education, and foreign language teachers are also represented in the respondent pool.

Section 2. Influences on Teaching

The *Kentucky Core Content for Assessment* is rated as a primary or important influence on instruction by 89% of respondents.

- 67% of teachers rate *The Kentucky Core Content for Assessment* as a primary influence on their teaching and another 22% rate it an important influence.
- 52% rate Academic Expectations as a primary influence on their teaching and 34% rate it an important influence.
- Other frequently cited primary influences on teaching include Kentucky's *Program of Studies* (42%) and analysis of student performance on assessments (38%).

Section 3. Skill Levels

Around 50% of respondents report (1) being able to instruct others in presenting *Core Content* concepts to students; (2) using Academic Expectations and *Core Content* to guide instruction; and (3) using classroom assessment results to guide instruction.

- 56% of respondents report that they are able to instruct others in presenting *Core Content* concepts to students and 38% say that they can do so with minimal assistance.
- 47% of respondents indicate that they are able to instruct others in using the Academic Expectations and *Core Content* to guide instruction and another 47% say that they can do so with minimal assistance.
- 48% of respondents report that they can instruct others in the use of classroom assessment results to guide instruction.
- 27% of respondents indicate that they need additional guidance in using technology to enhance student learning and 24% report needing guidance with respect to meeting the learning needs of students with disabilities.

Section 4. Frequency of Classroom Activities

Practicing basic skills is reported as a *daily* classroom activity by 72% respondents.

- Practicing basic skills is reported as a *daily* activity by 72% of respondents. Having students explain their reasoning is also done *daily* according to the report of 55% of teachers.
- Over 72% of teachers report having their students complete a quiz, unit test or assessment *weekly* and 50% have their students work problems or take quizzes from notebooks *weekly*.
- Every month 60% of respondents have students work on extended projects and 44% have their students work on portfolios monthly.

Section 5. Professional and Teaching Environment

33% of respondents reported inadequate opportunity to meet regularly.

- Considerable disagreement is expressed with respect to some statements. For example, 33% of respondents disagreed with the statement: 'Teachers in this school have adequate opportunity to meet regularly and to share ideas and materials.'

Section 6. Training and Information Needs

Training needs on CATS and the accountability system were cited by 56% in 2000 as compared to 71% in 1999.

- 56% of respondents indicate a need for information and training with respect to the CATS accountability system and how results will impact schools. This represents a considerable decrease over the 70% who expressed such a need in the 1999 survey.

About half of respondents cited the need for training in the use of varied instructional strategies and on the content and structure of the NRT.

- About 52% of respondents report needing training in the use of varied instructional strategies and 49% say they need training with respect to the content and structure of the CATS norm-referenced test. This represents a diminution over the 64% requesting NRT training in 1999.
- Four out of 8 training-needs items are selected by considerably fewer respondents in 2000 than in 1999.

Discussion

It is not clear how teachers and schools use state assessment results to adjust instruction. This ambiguity is largely due to the language of the questionnaire.

- Results are ambiguous vis-à-vis teacher use of state assessment data to adjust instruction. A fuller picture of the bases teachers use to adjust instruction is needed.

- Teachers often self-assess their content-area skills highly, yet express the need for deeper content area knowledge. It is suggested that this may be attributable to strong motivation on the part of Kentucky teachers to further develop their instructional competencies.

The survey instrument was revised for use in 2001. This should add value to the Spring 2001 Survey Report.

- The teacher survey questionnaire was revised for the Spring 2001 survey. It is hoped that much value will be added to 2001 report as a result.

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Spring 2000 Kentucky Teacher Survey Report

Background

Kentucky public school teachers participate in an annual survey sponsored by the Kentucky Department of Education. The survey addresses classroom instructional practices and other issues. Its purpose is to collect data to inform the department in its efforts to support educational reform for the purpose of improved student learning. Administration of the annual teacher survey is done in tandem with Spring Kentucky Core Content Testing. Administered for the first time in Spring 1999, the Kentucky Core Content Tests assess students in reading, mathematics, science, social studies, writing, arts and humanities, and practical living and vocational studies as part of the Commonwealth Accountability Testing System. KCCT student results were first reported in September 1999 and Spring 1999 Teacher Survey results were reported in Fall 2000. Spring 2000 KCCT student results were published in Fall 2000. Spring 2000 Teacher Survey results are presented in this report.

Methods

Participants

Survey participants are Kentucky public school teachers who administer and proctor the Kentucky Core Content Test (KCCT). For the most part, participants are teachers of students in grades 4, 5, 7, 8, 10, 11, and 12. However, some participants may instruct students in multiple grades, one or more of which may not be tested using the KCCT. Teachers of non-KCCT grades may have been asked to complete questionnaires, if they administered or proctored the KCCT. For example, a primary grades teacher who administered or proctored the 4^{th} grade-reading test may have participated in the 2000 survey.

Procedure

Packaged with testing materials to be delivered to school districts prior to the spring testing window, survey questionnaires are distributed to teachers by their Building Assessment Coordinators (BACs). Teachers complete the questionnaires and return them to the BACs who send them on to the District Assessment Coordinators (DACs). The DACs in turn collect materials from all the district schools and return them to a central location for processing.

Appropriate administration of the teacher survey and correct handling of survey materials are facilitated by communications and coordination among the Kentucky Department of Education (KDE), its assessment contractors, and Kentucky District and Building Assessment Coordinators (BACs and DACs). For example, KDE provides two detailed informational manuals: the *Instruction Manual for District Assessment Coordinators and Building Assessment Coordinators* and the *Administration Manual for Test Administrators and Proctors.* The manuals explain the procedures that are required for schools to receive, distribute, handle, process and return the assessment materials required for administering the KCCT. The manuals are shipped by Data Recognition Corporation to districts for distribution to schools prior to spring testing.

A section of the Instruction Manual entitled, 'Responsibilities of Building Assessment Coordinators,' lists items that are to be included in the first shipment of assessment materials. The teacher questionnaire and accompanying scannable form are cited on a list of materials (p. 20). Also featured is a list of procedures that includes instructions to BACs to ask test administrators and proctors to complete the teacher questionnaire and advises them that responses are confidential (p. 23). BACs are reminded throughout the manual to return the teacher questionnaires and completed scannable forms with other assessment materials to the KDE contractor (pp. 24, 26, and 27).

A section of the Administration Manual entitled, 'Post-Test Procedures,' (Fourth and Fifth Grades Manual, pp. 105 – 110,) asks teachers to complete the questionnaires and instructs them to mark their answers on the accompanying scannable answer sheet. It advises teachers that their responses are confidential and that, while they are not to complete the name grid on the scannable form, they are to provide their district/school codes.

Respondent Pool

The population of the Spring 2000 teacher survey is all teachers of students tested in the Kentucky Core Content that year. Note that this does not include teachers of grades 3, 6, and 9, because the norm-referenced CTB/5, rather than the Kentucky Core Content Tests, is administered at those grades. The intent is to survey all teachers, or as many as practically possible, rather than a representative sample. The number of questionnaires provided by KDE to DACs for distribution to teachers in 2000 was in the ratio of one teacher questionnaire to every 20 students in each of the seven core-content tested grades: 4, 5, 7, 8, 10, 11, and 12. The total number of questionnaires provided to DACs by DRC in Spring 2000 was approximately 17,139 and the number returned and featuring at least one response was 13,850. The overall response rate was about 81%.

Among the 13,850 teachers who contributed responses to the Spring 2000 survey, 7,043 identified their school/districts. All eight regional services centers are represented among the identified school/districts. District codes are associated with school types. Analysis of district codes shows that 6,916 teachers of the 7,043 recording district/school code in the pool teach at A1 schools. The remaining127 teachers teach at A2-A6 schools.

While the respondent pool is large and geographically diverse, its geographic proportionality cannot be determined, due to the large number of unidentifiable districts. Readers should keep in mind that results are presented as descriptive of the views of the 13,850 teachers who completed questionnaires.

Instrument and Response Sheet

Teachers completing the 75-item Spring 2000 Teacher Questionnaire did so by entering marks on a scannable response form manufactured by NCS Pearson (formerly National Computer Systems). Instructions provided on the questionnaire direct respondents to enter their six-digit district and school codes in the designated box on the scannable form. A copy of the questionnaire appears in Appendix 1.

The 75 questionnaire items are formatted as closed-response, multiple-option items and are arranged in six main sections by topic as indicated in the following table:

Spring 2000 Teacher Questionnaire Layout

Questionnaire Section	Items	Item Options and Scale
1. Respondent Characteristics	1 – 9	Items 1 – 6 and 8 – 9: five-option, categorical scale; options differ by item. Item 7: two-option, categorical scale (*yes, no)*.
2. Influences on Teaching	10 – 26	Five-point ordinal scale; descriptors reflect degree of influence (*primary, important, same, little, no influence).*
3. Respondent Skill Levels in Content Areas	27 – 38	Three-point ordinal scale; descriptors reflect perceived skill level (*able to instruct others, able to use with minimal assistance, need additional guidance)*; fourth and fifth options are independent of scale *(not able to use because I have had no training* and *choose not to use).*
4. Frequency of Classroom Activities	39 – 54	Five-point, ordinal scale; descriptors reflect frequency *(daily, weekly, monthly, rarely,* or *never)*.
5. Professional and Teaching Environment	55 – 67	Four-point, interval scale; options reflect level of agreement *(strongly agree, agree, disagree, strongly disagree).* Fifth option is independent of scale *(no opinion)*.
6. Training & Information Needs	68 – 75	Two-option categorical *(yes, no).*

Results

Data were scanned by the Departments assessment contractors and were statistically analyzed by the Kentucky Department of Education using SAS Release 8.01 (SAS Institute, Inc., 1999). Presentation of results below is organized by questionnaire section. Each report section presents overall results of the corresponding questionnaire section as well as selected comparisons to and relationships among items.

Percentages cited in the text and presented in the tables are computed on the basis of the entire body of survey participants -- 13,850. When percentages are based on a number other than the total, it is so noted in the text. In the interest of conserving space, the number and percentage of respondents failing to respond to a given item are specified only in Section 1. However, frequency tables presented in Appendix 2 include the number failing to respond to each item. Note that the percentages presented in Appendix 2 frequency tables are rounded to two decimal places, whereas, those presented in the text and in the tables featured in the text are rounded to the first decimal place.

Section 1. Teacher Characteristics

Readers who wish to immediately examine survey results directly related to the classroom may skip to Section 2. Results of items 1 – 9, asking teachers to report selected characteristics, are reported in this section and displayed in the tables below. Items 1 – 3 query respondents about their teaching experience, school experience, and school level. Items 4 and 5 ask respondents to report their subject areas. Item 6 asks about subject-area major-minor status. Items 7 – 9 ask about organizational features of teachers' schools.

Overall

Teaching Experience, School Experience and School Level. Among the 13,850 teachers participating in the survey, just over 6% (870) report having completed one year of teaching; 24.5% of teachers (3,388) report having 2 – 6 years experience; 14.3% or 1,984 teachers report 7 – 10 years experience; 26.7% or 3,754 report 11 – 20 years; and 27.6% or 3,815 report 21 or more years experience. A small number of respondents – 39 or .3% of the total -- provide no response to the first item.

Just over 13% of respondents or 1,851 teachers report teaching at their school for one year only -- less than half of these – 831 – being first-year teachers. Almost 37% of respondents report teaching at their schools for 2 – 6 years; 17.8% report 7 - 10 years; about 21% report 11 – 20 years; and nearly 11% indicate that they have taught in their schools 21 years or more. Less than .4% of teachers (51) fail to provide a response to this item.

The small percentage of primary school participants (2.0%) is consistent with expectations. Recall that primary grade students (K-3) are not tested using the Kentucky Core Content Tests. Respondents who identify themselves as mainly responsible for teaching primary school, therefore, may teach one or more primary grades as well as a KCCT grade. Recall that any teacher who proctored a Kentucky Core Content Test in Spring 2000 might have been asked to complete a questionnaire, regardless of whether he or she taught KCCT grades.

Close to 29% of respondents report being responsible for intermediate school (grades 4 - 5); 30% for middle school (grades 6 – 8); and nearly 38% for high school (grades 9 – 12). Less than one percent of participating teachers – 100 -- report teaching all levels and less than one percent (99) fail to respond to Item 3.

Teacher Experience, Years at School, and School Level: Items 1 – 3

Teacher Characteristic	Number	Percent*
Years Full-Time Teaching		
One Year	870	6.3%
2 – 6 Years	3,388	24.5
7 – 10 Years	1,984	14.3
11 – 20 Years	3,754	27.1
21 Yrs or More	3,815	27.6
No response	39	0.3
Years Teaching at School		
One Year	1,851	13.4%
2 – 6 Years	5,092	36.8
7 – 10 Years	2,471	17.8
11 – 20 Years	2,893	20.9
21 Yrs or More	1,492	10.8
No Response	51	0.4
School Level		
Primary	281	2.0%
Intermediate (Grades 4-5)	3,967	28.6
Mid School (Grades 6-8)	4,153	30.0
High School (Grades 9-12)	5,250	37.9
All Levels	100	0.7
No Response	99	0.7

*Column totals (within items) may not sum to 100% due to rounding error.

Teacher Subject Areas: Questionnaire items 4 and 5 ask participants to identify the subject areas for which they are mainly responsible. Core discipline subjects: English/language arts, mathematics, science, and social studies are featured as options on item 4, as well as *none-of-the-above.* Item 5 features subject areas arts and humanities, vocational studies/vocational education, health and/or physical education, foreign language, and *none-of-the-above*

Percentages of respondents selecting subject areas listed on items 4 and 5 are presented in the table below. Keep in mind that responding to one of the two items does not preclude responding to the other. Since responses to these two items are not mutually exclusive, column percentages (across items 4 and 5) presented in the table do not add to 100%.

Teacher Main Subject-Area Responsibility: Items 4 and 5

Subject Area Responsibility		
Item 4	**Number**	**Percent**
English/Lang	3,475	25.1%
Mathematics	2,270	16.4
Science	1,847	13.3
Social Studies	1,853	13.4
None of the Above	2,878	20.8
No response	1,527	11.0
Item 5		
Arts and Humanities	631	4.56%
Voc Studies/Education	1,086	7.84
Health & Physical Ed	295	2.13
Foreign Language	282	2.04
None of the Above	5,600	40.4
No Response	5,956	43.0

*Column totals within items do not sum to 100%, due to rounding error.
Column totals *across* subject-area groups do not add to 100%, because some participants selected responses in both subject-area groups.

One in every four participants surveyed is an English or language arts teacher. This includes teachers of reading (tested at grades 4, 7, and 10) and writing (tested at grades 4, 7, and 12). The next largest group, mathematics teachers, constitutes over 16% of the sample. Mathematics is tested at grades 5, 8, and 11. The number of science and social studies teachers is nearly equal, each comprising about 13% of the respondent pool. Social studies, like mathematics, is tested at grades 5, 8, and 11, and science is tested at grades 4, 7, and 11. About 32% of respondents (4,405) select *none of the above* or fail to respond to item 4.

Vocational studies and vocational education teachers number 1,086, comprising 7.8% of the sample, while arts and humanities teachers, numbering 631, comprise somewhat less than 5%; health and physical education teachers (295) make up about 2%. Health and physical education (Practical Living) and Vocational Studies are tested at grades 5, 8, and 10; Arts and Humanities are tested at grades 5, 8, and 11. Foreign language teachers (282) comprise just over 2% of the pool. Kentucky does not test K-12 foreign language students at the state level.

Major/Minor Status. According to results of item 6, more than two-thirds of responding teachers (9,617) report having a major or minor in the subject areas for which they are responsible, while 26% report that they do not. Figures appearing in the table below are based on the total number of respondents to items 3 and 6 (13,050). It presents the percentages of teachers who hold a major or minor in their content area by school level.

Teachers Holding Major/Minor in Content Area by School Level: Items 6 by 3

Major/Minor	Elementary Grades K-5		Middle Grades 6-8		High Grades 9-12		Combined	
	Number	%	Number	%	Number	%	Number	%
Yes	1,864	48.7%	2,809	68.9%	4,827	93.8%	9,500	72.8%
No	1,962	51.3	1,268	31.1	320	6.2	3,550	27.2
Total*	3,826	100%	4,077	100%	5,147	100%	13,050	100%

*Column totals reflect the number of respondents who report teaching at each school level. Those who teach all levels and those who did not respond to items 3 and/or 6 are excluded.

Organizational Features of Teachers' Schools: Items 7, 8, and 9 ask respondents to report organizational features of their classrooms and schools. Results of all three items are reported in the table below. Note that percentages of respondents selecting each item option (i.e., A, B, C, D, or E) presented in this table are computed on the basis of the number of respondents to items 7, 8, and 9 who selected *Primary* or *Intermediate* (for elementary school), *Middle school,* or *High school* on item 3. Note that these percentages differ from those presented in Appendix 2, which are computed on the basis of the total number of respondents to 7, 8 and 9, without regard to their choices on item 3.

A total of 4,248 teachers identify themselves as either primary or intermediate school teachers. More than half of the primary and intermediate respondents to item 7 (56.7%) indicate that they teach most or all content areas for a single grade; about 18% tell us that they team teach; about 9% report teaching one content area in a single grade; about 6% report teaching a single content area in multiple grades; and almost 8% are engaged in resource teaching or collaboration.

Middle school respondents are asked to select options describing their school team structure via questionnaire item 8. Percentages presented in the table below are computed on the basis of the number of declared middle school teachers (as indicated

by responses to item 3) in the sample – 4,153. More than 44% of middle school teachers report that their team structures involve a single content area in a single or multiple grades. Another 40% indicate that that their team is interdisciplinary by grade. About 5% say they are in a self-contained classroom, while about another 5% report being interdisciplinary and multi-grade. Just over 5% choose not to respond or to select *none-of-the-above*.

Organizational Features of Teachers' Schools: Items 7 - 9		
School Level and Feature	**Number**	**Percent***
Elementary Teaching Assignment		
Most or all content areas for a single grade	2,407	56.7%
Team teaching	770	18.1
Single content area in a single grade	375	8.8
Single content area in multiple grades	270	6.4
Resource or collaboration	334	7.9
No Response	92	2.2
Total	4,248	
Middle Grade Team Structure		
Interdisciplinary by grade	1,660	40.0%
Interdisciplinary/multi-grade	203	4.9
Single content area in single or multiple grades	1,846	44.4
Self-contained classroom	220	5.3
None of the above	118	2.8
No Response	106	2.6
Total	4,153	
Middle and High School Scheduling Pattern		
Self-Contained Classroom	454	4.8%
Traditional 6 - 7 Period Day	4,486	47.7
Block Schedule	3,309	35.2
Modified Block Schedule	645	6.9
Other	190	2.0
No Response	319	3.4
Total	9,403	
*Column totals within items may not sum to 100% due to rounding error.		

Middle and high school scheduling pattern is the subject of item 9. Percentages presented in the table above are based on the 9,403 respondents who select the *middle school* or *high school* options on item 3. Close to 50% of middle and high school respondents to item 9 select the traditional 6- or 7-period day, more than another third (35.3%) report using the block schedule, and another 6.9% report using the modified block schedule. *Self-contained classroom* is selected by 4.8%, *Other* is selected by 2% of respondents, and 3.4% of declared middle and high school teachers fail to respond.

Teacher Characteristics: Experience vs. Years Teaching at the Same School

Large percentages of teachers report having taught at the same school (item 2) for the same number of full-time teaching years as they report having completed (item 1). For example, a large proportion of teachers with 21 or more years of experience (almost 39% of 3, 815) report teaching at their schools for 21 years or more. A larger proportion of teachers in the 11-to-20-year experience category (almost 47%) report teaching at their school for as many years, and majorities, 55.0% and 85.3%, of respondents in the 7-to-10-year and 2-to-6 year categories, report teaching at the same schools for their entire careers.

Teacher Characteristics: New vs. Experienced Teachers and School Levels

Among the 13,850 Spring 2000 survey respondents are 870 first-year teachers. These respondents are distributed evenly among the school levels; 31.2% report teaching elementary (primary and intermediate), 32.2% middle school, and 32.5 high school.

Teacher Characteristics: New vs. Experienced Teachers and Major/Minor Degree

A majority of new teachers indicate that they hold a major or minor in the subject areas for which they are mainly responsible (65.5%). Compare this to 73.5% of teachers with 2 – 6 years of experience, 74% of those with 7 – 10 years, and almost 71% of those reporting 21 or more years experience. About 63% of teachers who have 11 – 20 years of experience, report holding majors or minors in the subject for which they are mainly responsible for teaching.

Section 2. Influences on Teaching

Questionnaire items 10 – 26 ask respondents to indicate the degree to which various information sources influence their teaching. Rating options include: ***primary*** *influence on my instruction;* ***important*** *influence, but others are more important; the* ***same*** *as other factors; a consideration with* ***little*** *influence;* and ***no*** *influence.* The table below lists the items, ranking them according to the percentage of respondents who rate them as *primary* influences.

Ranked Percentages of Respondents Citing Primary Influences on Teaching

Rank	Item	Influence on Teaching	Number	Percent*
1	11	Kentucky's *Core Content for Assessment*	9,211	66.5%
2	10	Kentucky's Academic Expectations	7,138	51.5
3	12	Kentucky's *Program of Studies*	5,818	42.0
4	19	Analysis of student performance on various assessments	5,238	37.8
5	16	School/district curriculum	5,022	36.3
6	20	Alignment with previous and Subsequent grades	4,234	30.6
7	18	Student interests/needs	3,651	26.4
8	14	National content standards	3,049	22.0
9	15	Your content knowledge	2,907	21.0
10	22	Released items/worksheets	2,052	14.8
11	26	Discussion of content	1,503	10.9
12	13	Textbook	1,470	10.6
13	17	Community needs/beliefs	1,127	8.1
14	21	Knowledge of college entrance requirements	1,108	8.0
15	25	Projections of future jobs	692	5.0
16	23	Commercial curriculum or package	365	2.6
17	24	Unit developed by other teachers	366	2.6

Percentages and numbers of respondents selecting other descriptors are presented in Appendix 2.

Overall

The influence of top-ranked *Core Content for Assessment* and Academic Expectations extends to many respondents. Nearly 67% of teachers rate Core Content a primary influence and another 22.3% rate it an important influence (see Appendix 2). Among the 9,211 teachers who rate *Core Content* primary, 70.0% also rate Academic Expectations as primary and more than 25% rate Academic Expectations as an important influence. Other sources are clearly influential, though not as frequently rated primary. Kentucky's *Program of Studies,* ranked third on the table above, is rated either

primary or important by 76% of respondents and analysis of student performance on various assessments, ranked fourth, is rated primary or important by more than 80%.

Influences on Teaching: Teacher Experience and School Level

Some differences emerge when we examine respondent subgroups. Teachers of all experience levels rate *Core Content* as a primary influence with comparable frequency; the lowest percentage (63.4%) is seen among teachers having 21 years or more experience, and the highest -- 68.4% -- among teachers of 7 – 10 years experience.

Frequent ratings of *Core Content* as primary are seen among intermediate (78.1%) and middle school teachers (72%), while about 61% of primary teachers and just 54% of high school teachers rank *Core Content* primary.

Influences on Teaching: Subject Area

Large percentages of core discipline (English, Mathematics, Science, and Social Studies) teachers rank *Core Content* primary, the largest being observed among science (73.4%) and social studies teachers (70.3%), followed by mathematics (69%) and English teachers (66.6%).

Core Content does not appear to be equally influential among all subject area teachers. Although 67.7% of Arts and Humanities teachers rate *Core Content* primary, only 57% of Health/Physical Education teachers do so, followed by 53.8% of Vocational Studies and Vocational Education teachers and 24.5% of foreign language teachers. Keep in mind that the Kentucky Department of Education does not test students in foreign languages at the state level; therefore, foreign language teachers might not be expected to rely on core content as heavily as do their colleagues in other disciplines.

Section 3. Skill Levels

Respondents are asked to estimate their skill levels (with respect to their content areas) on the instructional methods and capacities listed in questionnaire items 27 – 38, by selecting from the following categories: *able to instruct others how to use, able to use with minimal assistance, need additional guidance,* and *not able to use because I have had no training.* Respondents are also offered the option, '*choose not to use'.* Overall results are presented on the table below.

Overall

Academic Expectations and *Core Content*: In view of the strong influence of Kentucky Academic Expectations and Kentucky's *Core Content for Assessment*, it is not surprising that a majority of respondents, 56.1%, report that they are able to instruct others in presenting core content concepts to students (item 28) and that a large proportion (38.1%) say they can do so with minimal assistance. Confidence in presenting the *Core Content* is expressed by a total of 94.7% of respondents. About 47% of respondents also choose the highest rating on item 27, reporting that they are

able to instruct others with respect to using the Academic Expectations and *Core Content* to guide instruction. About 47% report that they are able to use these sources with minimal assistance.

Using Open Response Questions and Using Assessment Results: A majority of respondents (54.9%) indicate that they are able to instruct others with respect to using open response questions for assessment in their classrooms (item 31), while about another 36% say that they can do so with minimal assistance. Close to half of the respondents (48.4%) report that they are able to instruct others with respect to using classroom assessment results to guide instruction (item 34) and another 44.3% say that they do so with minimal assistance. Note that considerably fewer teachers (26%) report that they are able to instruct others in the use of *state* assessment results to guide instruction (item 33), although about 53% claim that they can do so with minimal assistance. Almost 17% (3,304) report that they need guidance in using the state assessment to guide instruction.

The matter of the use of state assessment results to guide instruction at the classroom level is revisited in the Discussion section following the Results.

Skill Levels by Teacher Experience

Large percentages of first-year teachers (42.4% and 40.9%) indicate that they are able to instruct others in presenting *Core Content* concepts to their students (item 28) and to instruct others with respect to using the Academic Expectations and the *Core Content* to guide instruction (item 27). Larger numbers, from 55% to 58% of the more experienced teachers report that they are able to instruct others to present *Core Content* concepts and that they are able to instruct others in the use of Academic Expectations and *Core Content* to guide instruction (47% – 48%).

Skill Levels by School Level

Less confidence in instructing others to present *Core Content* concepts is shown by primary school teachers -- 43.9% -- as compared to 60.8% of intermediate, 59.5% middle, and 50.9% high school teachers. Primary school teachers report that they are able to instruct others in using the Academic Expectations and *Core Content* to guide instruction in smaller proportion (33.8%) than their intermediate (53.3%), middle (49.7%) or high school (49.7%) colleagues as well.

Skill Levels by Subject Area

Proportionally fewer teachers of foreign language (40.8%), vocational studies/education (44.9%), and health and physical education, (49.8%) indicate that they can instruct others in presenting *Core Content* concepts (item 28) to their students. Percentages of teachers of other subjects reporting that they are able to instruct others in presenting *Core Content* concepts range from a high of 64.3% (arts and humanities) to a low of 55.8 (social studies).

Again, with respect to using the Academic Expectations and *Core Content* to guide instruction: health and physical education (34.2%), foreign language (35.6%), and vocational studies/education teachers (36.6%) indicate that they can instruct others in smaller proportions than those in other subject areas. Percentages reporting confidence in instructing others range from a low of 47.9% of social studies teachers to a high of 53.4% of arts and humanities teachers. Foreign languages are not tested at the state level.

Assistance Needs

In what areas do respondents need assistance? The table below ranks content area skills according to the percentage of respondents indicating that they need additional guidance.

A small percentage (4.4%) of respondents express interest in being trained to present *Core Content* concepts to their students (item 28). A similar percentage of teachers (4.9%) indicate that they need guidance with respect to using the Academic Expectations and *Core Content* to guide instruction (item 27).

The most frequently expressed professional development needs reflected in these data -- using technology to enhance student learning (item 29) and meeting the learning needs of students with disabilities (item 32) are cited by about a quarter of respondents (26.7% and 23.9%). Developing standards-based units of study (item 38), cited by 20% of respondents, may become an important professional development goal with implementation of performance standards in 2001 – 2002.

Ranked Percentages of Respondents Needing Additional Guidance In Using Instructional Skills in Their Content Area				
Rank	**Item**	**Content Area Skill**	**Number***	**Percent***
1	29	Using technology to enhance student learning	3,700	26.7%
2	32	Meeting the learning needs of students with disabilities	3,304	23.9
3	38	Developing standards-based units of study	2,765	20.0
4	36	Developing writing portfolio entries	2,391	17.3
5	33	Using state assessment results to guide instruction	2,333	16.8
6	35	Using performance tasks for assessment in your classroom	2,073	15.0
7	30	Integrating your content with other subject areas	1,634	11.8
8	37	Using cooperative learning	1,211	8.7
9	31	Using open response questions for assessment in the classroom	1,021	7.4
10	34	Using classroom assessment results to guide instruction	828	6.0
11	27	Using KY Academic Expectations and Core Content to guide Instruction	673	4.9
12	28	Presenting core content concepts to your students	606	4.4
*Percentages and numbers of respondents selecting other descriptors are presented in Appendix 2.				

Section 4. Frequency of Classroom Activities

Items 39 – 54 ask teachers to indicate the frequency with which they have students participate in various activities by selecting one of the following descriptors: *daily, weekly, monthly, rarely,* or *never.* Overall results of items 39 – 54 are presented in the table below. Tables presenting school-level results appear on pages 19 – 21. Table columns labeled *Daily* through *Never* display percentages of teachers choosing each descriptor. Notice that table cells corresponding to the most frequently chosen descriptor for each activity are shaded. The last table column presents a frequency index for each item.

The frequency index is computed by averaging the five-point scale in which *daily* is assigned a weight of 4; *weekly,* 3; *monthly* 2; *rarely,* 1; and *Never,* 0. While it is statistically inappropriate to compute a mean on ordinal data, the data are treated as if they were interval data and the index is provided as a summary that succinctly characterizes the frequency of classroom activities. Using this index, one might observe, that the index of 2.06 computed on item 44, 'Work on extended projects that take several days to complete,' suggests an activity that tends to be a monthly one (since a weight of 2 is assigned to *monthly);* whereas, the index of 2.57, computed on item 43, 'Represent concepts or ideas in tables,' might be interpreted as intermediate between a weekly activity and a monthly one (between assigned weights of 3 and 2).

Overall

Daily Activities: Practicing basic skills (item 39) is the most common daily activity in Kentucky schools, selected by more than 72% of respondents, across school levels. The next most common daily activity, selected by about 55% of teachers, is having students explain their reasoning (item 42). Correcting homework assigned the previous day (item 45), cited by 42.4% of teachers, ranks next. A comparable number of respondents (42.2%) also report that they have students explain the relationship between topics covered in class and real world issues (item 50) daily.

Weekly Activities: Over 72% of teachers have students complete a quiz, unit test, or assessment (item 54) weekly, while almost 50% have their students work problems or take quizzes from notebooks (item 40), or work on open-response questions (item 46). Other frequently selected weekly activities include having students reach conclusions on the basis of information (item 48), selected by about 48% of respondents, and having students represent concepts or ideas in tables (item 43), 47.2%.

Monthly Activities: Nearly 60% of respondents have their students work on extended projects that take several days to complete (item 44) on a monthly basis and 44.3% have their students work on writing portfolios entries (item 51) monthly. Almost 39% of respondents report having their students work on open-response questions on a monthly basis (46) -- in addition to the 50% who do so weekly. While about a third of teachers indicate that their students carry out an experiment or investigation once a month (item 52), this activity is a weekly one for (27%).

Frequency with which Teachers Schedule Classroom Activities: All School Levels								
Item	**Classroom Activity**	**Number**	**Daily**	**Weekly**	**Monthly**	**Rarely**	**Never**	**Index** 4-0**
39	Practice basic skills	13,745	72.0%	23.4%	2.4%	1.3%	0.2%	3.67
40	Work problems/take quizzes from notebook	13,737	22.1	49.6	12.7	11.2	3.6	2.76
41	Memorize facts, rules, formulas	13,746	13.0	41.8	23.0	18.7	2.8	2.44
42	Explain their reasoning	13,761	55.2	36.8	5.9	1.3	0.2	3.46
43	Represent concepts or ideas in tables	13,761	11.5	47.2	28.9	10.2	1.6	2.57
44	Work on extended projects	13,772	5.5	15.5	59.2	18.0	1.4	2.06
45	Correct homework assigned the previous day	13,753	42.4	36.0	6.9	10.1	4.1	3.03
46	Work on open-response questions	13,773	5.1	49.8	38.6	5.4	0.7	2.54
47	Make predictions from patterns of information	13,768	13.2	45.6	28.5	10.3	1.7	2.59
48	Reach conclusions on the basis of information	13,776	28.2	47.7	18.9	4.1	0.6	2.99
49	Make generalizations	13,760	33.8	45.6	15.5	3.9	0.6	3.09
50	Explain the relationship between topics	13,769	42.2	43.8	11.1	2.1	0.3	3.26
51	Draft a writing portfolio entry	13,740	3.9	20.7	44.3	23.6	6.7	1.92
52	Carry out an experiment or investigation	13,731	2.9	26.8	32.9	29.3	7.1	1.89
53	Revise their work	13,749	21.5	45.5	24.0	7.5	0.8	2.80
54	Complete a quiz, unit test, or assessment	13,749	6.2	72.3	9.3	1.2	0.2	2.84

*Row percentages across columns **Daily** through **Never** do not add to 100% because all respondents did not respond to each of the items.
Index is computed by averaging ratings where **Never = 0 and **Daily** = 4, across those who responded to each item.

Rarely and Never (Undertaken) Activities: As indicated on the table above, nearly 30% of respondents report that they rarely have students carry out an experiment or investigation (item 52). Recall that about a third of respondents report *monthly* work and almost 27% report *weekly* work on an experiment or investigation. Taken together, these data suggest that over 90% of responding teachers have their students undertake experiments or investigations on a weekly, monthly, or less frequent basis, while 7.1% report that they never do so. Nearly a quarter of respondents (23.6%) indicate that they rarely have their students draft a writing portfolio entry, while nearly 70% report that this is a daily, weekly, or monthly activity. Since the writing portfolio is submitted for scoring in grades 4, 7, and 12, one would expect survey participants teaching other grades to choose descriptors suggesting lower frequencies for this activity. Consider also that respondents who select *never* (6.7%) may teach subjects in which instruction is not integrated with writing portfolio activities in their schools.

Frequency of Classroom Activities by School Level

Daily Activities: As observed previously, nearly three-quarters -- 72% -- of respondents across school levels report that they have students practice basic skills daily (item 39) and almost another quarter report having students do so weekly. Elementary school teachers are the most avid, reporting in large numbers (81.2%), that they have students practice basic skills daily. Middle school teachers are less likely to report the daily practice of basic skills (64.2%), but another 29% cite weekly basic skills practice. High school teachers do not let their attention to basic skills practice lapse -- about seventy percent report daily and another quarter report weekly practice. School-level tables are presented on pages 19 - 21. Most elementary teachers (68.8%) report having their students explain their reasoning on a daily basis (item 42). This proportion diminishes somewhat with school level – 51.3% of middle and 47% of high school teachers doing so.

Daily correction of homework assigned the previous day (item 45) is practiced by more than half of elementary school teachers (55.3%) and almost another third correct homework weekly. While daily homework correction is less frequent in middle (38.3%) and high (35.3%) school, weekly correction of homework is more frequent in middle (39.6%) and high school (36.9%) than in elementary school.

Weekly and Monthly Activities: Completing a weekly quiz or unit test (item 54) is a common occurrence across school levels (72.3%). This is demonstrated by the reports of nearly 77% of elementary, 66% of middle school, and 73% of high school teachers. Weekly work on open response questions (item 46) is popular among elementary school teachers (68%) and while about 41% of middle school teachers report weekly work on open-response questions, more report monthly work (49%). About 42% of high school teachers report having their students work on open-response questions weekly, but a somewhat larger percentage (45.1%) favor monthly work.

Frequency with which Teachers Schedule Classroom Activities: Elementary School Teachers								
Item	**Classroom Activity**	**Number**	**Daily**	**Weekly**	**Monthly**	**Rarely**	**Never***	**Index** 4-0**
39	Practice basic skills	4,220	81.2%	16.2%	1.4%	0.5%	0.1%	3.79
40	Work problems/take quizzes from notebook	1,223	30.4	51.3	10.0	6.6	1.2	3.04
41	Memorize facts, rules, formulas, classification systems, etc.	4,216	15.7	47.6	23.2	12.2	0.8	2.66
42	Explain their reasoning	4,227	68.8	27.6	2.8	0.4	0.0	3.66
43	Represent concepts or ideas in tables	4,223	11.5	60.2	24.4	3.1	0.2	2.80
44	Work on extended projects that take several days to complete	4,226	3.3	14.8	66.3	14.1	1.0	2.05
45	Correct homework assigned the previous day	4,226	55.3	31.5	4.1	6.4	2.2	3.32
46	Work on open-response questions	4,230	8.6	68.4	20.4	2.0	0.2	2.84
47	Make predictions from patterns of information	4,232	17.7	54.8	22.3	4.5	0.2	2.86
48	Reach conclusions on the basis of information	4,232	34.3	49.2	14.2	1.9	0.1	3.16
49	Make generalizations	4,229	41.3	44.2	11.9	2.1	0.1	3.25
50	Explain the relationship between topics	4,228	45.4	43.6	9.0	1.3	0.2	3.33
51	Draft a writing portfolio entry	4,214	7.3	37.6	40.1	10.3	4.0	2.34
52	Carry out an experiment or investigation	4,212	3.0	40.8	36.7	15.9	2.8	2.26
53	Revise their work	4,225	28.3	53.9	14.7	2.3	0.3	3.08
54	Complete a quiz, unit test, or assessment	4,223	5.7	77.4	15.4	0.9	0.1	2.88

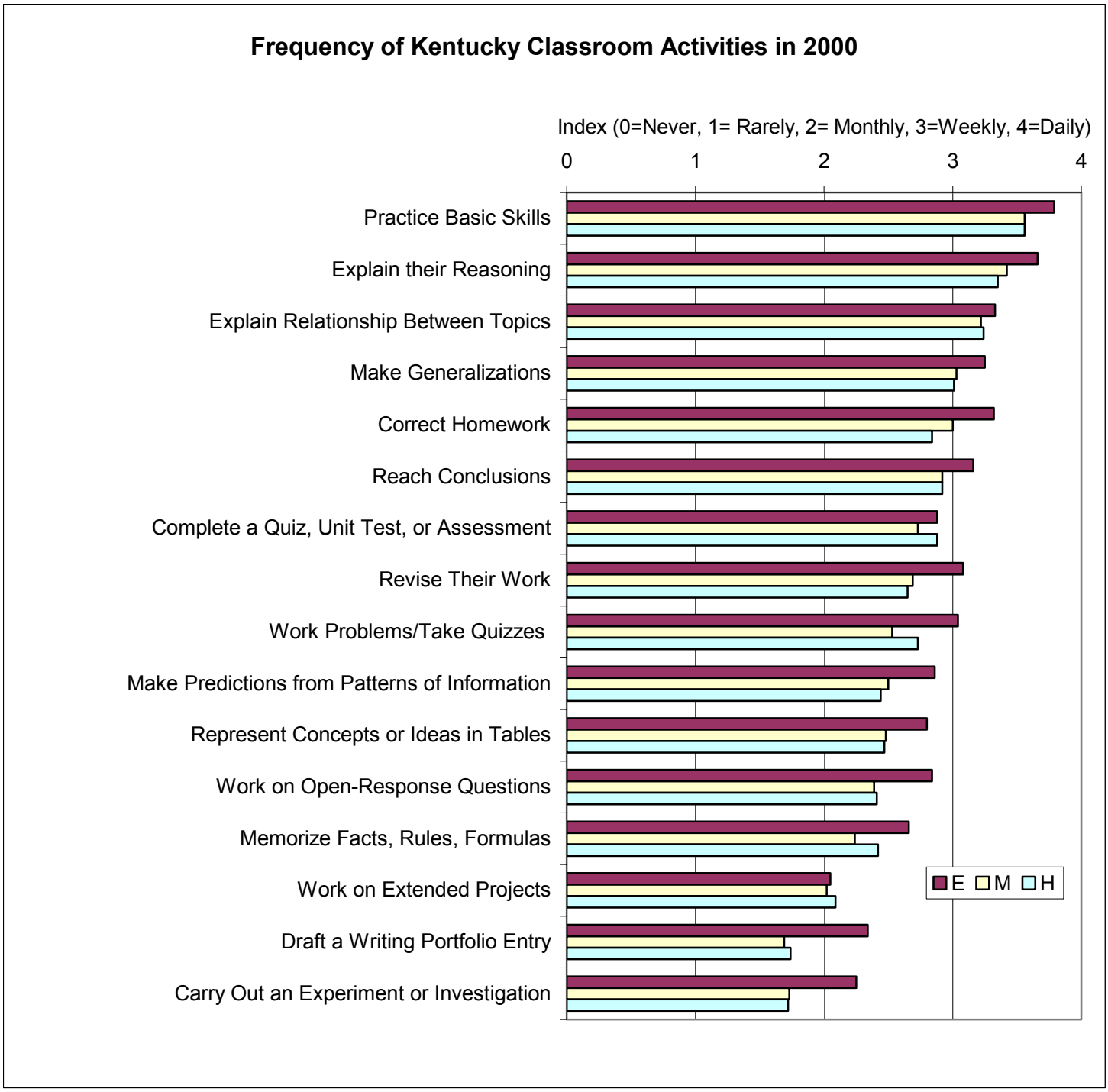
*Row percentages across columns **Daily** through **Never** do not add to 100% because all elementary school respondents did not respond to each of the items.
Index is computed by averaging ratings where **Never = 0 and **Daily** = 4 across those who responded to each item.

Frequency with which Teachers Schedule Classroom Activities: Middle School Teachers								
Item	**Classroom Activity**	**Number**	**Daily**	**Weekly**	**Monthly**	**Rarely**	**Never***	**Index** 4-0**
39	Practice basic skills	4,126	64.2%	29.0%	3.8%	2.0%	0.3%	3.56
40	Work problems/take quizzes from notebook	4,119	14.8	47.0	18.0	14.9	4.7	2.53
41	Memorize facts, rules, formulas, classification systems, etc.	4,121	8.7	37.0	26.5	23.0	4.0	2.24
42	Explain their reasoning	4,123	51.3	40.0	6.4	1.4	0.2	3.42
43	Represent concepts or ideas in tables	4,125	8.9	44.2	33.3	11.8	1.4	2.48
44	Work on extended projects that take several days to complete	4,135	5.0	14.3	58.7	20.2	1.3	2.02
45	Correct homework assigned the previous day	4,122	38.3	39.6	7.8	9.7	3.8	3.00
46	Work on open-response questions	4,133	2.8	41.0	49.0	5.8	0.9	2.39
47	Make predictions from patterns of information	4,129	10.04	43.6	32.1	11.9	1.4	2.50
48	Reach conclusions on the basis of information	4,135	24.0	49.1	21.3	4.6	0.6	2.92
49	Make generalizations	4,129	29.8	48.0	17.0	4.1	0.5	3.03
50	Explain the relationship between topics	4,134	38.9	46.5	11.9	2.0	0.2	3.22
51	Draft a writing portfolio entry	4,123	2.8	15.4	39.9	30.3	10.9	1.69
52	Carry out an experiment or investigation	4,117	2.7	20.3	32.8	34.7	8.7	1.73
53	Revise their work	4,121	18.0	43.9	26.9	9.6	0.8	2.69
54	Complete a quiz, unit test, or assessment	4,126	4.1	66.2	27.4	1.4	0.2	2.73

*Row percentages across columns **Daily** through **Never** do not add to 100% because all middle school respondents did not respond to each of the items.
Index is computed by averaging ratings where **Never = 0 and **Daily** = 4 across those who responded to each item.

Frequency with which Teachers Schedule Classroom Activities: High School Teachers								
Item	**Classroom Activity**	**Number**	**Daily**	**Weekly**	**Monthly**	**Rarely**	**Never***	**Index** 4-0**
39	Practice basic skills	5,206	70.5%	25.0%	2.0%	1.4%	0.3%	3.56
40	Work problems/take quizzes from notebook	5,202	21.4	50.5	10.7	11.9	4.6	2.73
41	Memorize facts, rules, formulas, classification systems, etc.	5,218	14.3	41.0	20.2	20.6	3.4	2.42
42	Explain their reasoning	5,218	47.4	41.8	7.8	2.1	0.2	3.35
43	Represent concepts or ideas in tables	5,220	13.6	39.0	29.6	14.6	2.6	2.47
44	Work on extended projects that take several days to complete	5,219	7.3	16.9	54.2	19.3	1.7	2.09
45	Correct homework assigned the previous day	5,212	35.3	36.9	8.4	13.3	5.4	2.84
46	Work on open-response questions	5,218	4.0	41.8	45.1	7.7	0.9	2.41
47	Make predictions from patterns of information	5,215	11.8	40.0	31.0	13.7	3.0	2.44
48	Reach conclusions on the basis of information	5,215	26.4	45.6	21.0	5.5	1.0	2.92
49	Make generalizations	5,209	31.1	45.1	17.2	5.0	0.8	3.01
50	Explain the relationship between topics	5,214	42.4	41.8	12.2	2.7	0.3	3.24
51	Draft a writing portfolio entry	5,209	2.1	11.0	51.2	29.3	5.7	1.74
52	Carry out an experiment or investigation	5,208	3.1	20.7	29.9	36.2	9.3	1.72
53	Revise their work	5,210	18.3	10.2	29.6	10.0	1.1	2.65
54	Complete a quiz, unit test, or assessment	5,208	8.2	73.0	16.5	1.3	0.3	2.88

*Row percentages across columns **Daily** through **Never** do not add to 100% because all high school respondents did not respond to each of the items.
Index is computed by averaging ratings where **Never = 0 and **Daily** = 4 across those who responded to each item.



Summary of Frequency of Classroom Activities by School-Level

The graph above ranks items 39 – 54 using the frequency index computed across all school levels. It represents the index for each school level by separate shaded bars, within each item. For example the overall frequency index for Practice Basic Skills, 3.67, occupies the top position. Its bar is comprised of three smaller bars representing indices for elementary school (top), middle school, high school index (bottom). The indices are based on the responses of 4,212 – 4,232 elementary school teachers, 4,117 – 4,135 middle school and 5,202 – 5,220 high school teachers.

Considerable differences are observed among activities, overall indices ranging from 3.67 for the practice of basic skills (item 39) to 1.89 for carrying out an experiment or investigation (item 52). The former index suggests strong support for weekly practice of basic skills, while the latter suggests that experiments are carried out less frequently than once a month. Note that differences in between school levels are not as dramatic. With the exception of work on extended projects, support for all these activities is most strongly demonstrated by elementary school teachers.

The very highest indices, those between 3 and 4, shown for practice of basic skills (item 39), explaining reasoning (item 42), explaining relationships between topics (item 50) and making generalizations (item 49), are high at all school levels. Indices for correcting homework (item 45), reaching conclusions (48), revising their work (53), and working problems/taking quizzes (item 40) exceed 3 for elementary teachers, but not middle and high school teachers. This suggests considerable daily use of these activities among elementary teachers, but somewhat more frequent weekly use among middle and high school teachers.

The index for completing a quiz, test or assessment (item 54) fails to reach 3 at all three school levels. However, it is ranked 7 out of 15, on the overall index (2.84), because large percentages of teachers (72.3%) characterize this item as a weekly activity. It appears that assessment is as strong a weekly activity as practice of basic skills is a daily activity.

Making predictions from patterns of information (item 47), representing concepts or ideas in tables (43), and working on open-response questions (46), show indices between 2 and 3 at all school levels, although elementary teachers favor these activities more strongly than their middle and high school colleagues. The school-level indices for Memorizing facts, rules and formulas also range between 2 and 3, but notice that, while elementary teachers demonstrate the highest index, the index shown by high school teachers atypically exceeds that shown by middle school teachers.

The index shown for work on extended projects is just over 2 at all school levels. Drafting a writing portfolio entry and carrying out an experiment or investigation, the least frequently selected activities for all levels, exceed 2 at the elementary, but not middle or high school levels.

Classroom Activities by Subject Area

Daily Activities: More than 89% of foreign language teachers have their students practice basic skills daily (item 39) and almost another 10% do so weekly. Large percentages of all other subject area teachers do the same: mathematics teachers (72.5%), vocational studies and vocational education teachers (73.1%), English/language arts teachers (71 %), health and physical education teachers (70.9%), arts and humanities teachers (70.5%), social studies teachers (62.7%) and science teachers (62.5%).

More than half of the teachers in each core subject have their students explain their reasoning (item 42) on a daily basis: math teachers favor this practice the most strongly (58.3%), followed by English/language arts teachers (55.4%), social studies teachers (53.5%), and science teachers (52.8%). Large percentages of foreign language teachers (46.8%) and arts and humanities teachers (45%), vocational studies and vocational education teachers (40%), and health or physical education teachers (40%) also report having students explain their reasoning daily.

Weekly and Monthly Activities: More often than not, work on open-response questions (item 46) is a weekly activity among English/language arts teachers (53.3%) and social studies teachers (52.8%). Mathematics teachers work on open-response questions *weekly* about as frequently as they do *monthly,* 44.7% vs. 44.1%. Science teachers also divide themselves between *weekly* and *monthly* work on open response questions*,* 46% and 44.6%. Almost a third of foreign language teachers (31.2%) and even more vocational studies/vocational education teachers (38.7%) have their students work on open-response questions weekly, and almost another half of each group of teachers (47.9%) does so monthly. Arts and humanities teachers support weekly and monthly work on open-response questions about equally (40.2% and 41.5%) and health and physical education teachers favor monthly work on open-response questions (44.8%) over weekly work (39.3%).

Section 5. Professional and Teaching Environment

Items 55 through 67 invite respondents to express their levels of agreement with statements describing their school environments. Respondents may choose from among the following options on a 4-point scale: *strongly agree, agree, disagree,* or *strongly disagree.* Respondents may also select *no opinion.* Percentages of respondents choosing each descriptor for these items are presented in Appendix 2. Results of additional analyses are presented below.

For statistical analysis *Strongly agree* was assigned a rating of '4', *Agree,* a weighting of '3,' *Disagree,* a rating of '2,' and *Strongly disagree,* a rating of '1'; data representing *no opinion* were excluded from analysis. Item means based on the number of respondents completing each item (excluding the *no-opinion* option) are presented in the table below. The number of respondents range from 12,726 (item 61) to 13,384 (item 55) out of 13,850 total survey respondents.

A statistical analysis was conducted to group items according to the strength of the relationships among them. The analysis reveals two groups of items. The first group, referred to as *School and Program Integration,* is comprised of items 55, 60, 61, 64, 65, 66, and 67. The second group, referred to as *Professional Development and Support for Teachers,* is comprised of items 57, 58, 59, 62, and 63. The names of the groups reflect the content of the items. (The number of respondents who completed all questions and therefore the number included in this analysis is 10,235.) The table below presents mean agreement ratings, listing questionnaire items by group.

(Because item 56, 'I expect all my students to do well on the CATS tests,' does not strongly relate to the other items, it is not included in the factors. It is discussed separately.)

Mean agreement ratings for items 55 – 67 were computed as simple averages of each item's ratings. Agreement ratings demonstrated for the first factor, School and Program Integration, range between 3.2 and 3.4 on the 4-point scale. These ratings are stronger than those shown for the second factor, Professional Development and Support to Teachers, ranging from 2.8 to 3.0. The high rating of 3.4 for item 57, 'The curriculum, instruction, and classroom assessments of this school are aligned with Kentucky's *Core Content for Assessment'* is consistent with the finding presented in Section 2 above, under, 'Influences on Teaching', where two-thirds of respondents rate the *Core Content* as a primary influence on their teaching. The comparably high rating shown for item 58, 'The teachers and principal of this school thoroughly review and analyze the state test results to plan instructional program modifications,' agrees with results shown for item 33 in Section 3. On this item more than a quarter of respondents report being able to instruct others in the use of state assessment results to guide instruction and almost another half report being able to do so with minimal assistance. See the table below.

Survey respondents, on the whole, show moderate agreement with statements describing their schools, higher levels of agreement being shown for School and Program Integration than for Professional Development and Support to Teachers. This is not to mask the considerable disagreement on the part of some teachers. For example the average agreement rating on item 55, 'Teachers in this school have adequate opportunity to meet regularly and to share ideas and materials,' is 2.8. While 63% of respondents agree or agree strongly with this item, about 33% disagree or do so strongly. Clearly a large proportion of teachers are not pleased with their schools' opportunities for teacher collaboration. Turning to items 57, 58, and 59, showing the highest mean ratings, five to six percent of respondents disagree or disagree strongly with their content.

Professional Teaching Environment Mean Item Agreement Ratings by Factor		
Item	**School and Program Integration**	**Rating***
57	The curriculum, instruction, and classroom assessments of this school are aligned with Kentucky's *Core Content for Assessment.*	3.4
58	The teachers and principal of this school thoroughly review and analyze the state test results to plan instructional program modifications.	3.4
59	In this school, textbooks and other materials are selected on the basis of how well they support our school's learning objectives.	3.4
62	Teachers in this school provide students with activities that develop critical thinking skills.	3.2
63	Teachers in this school serve as models of life-long learners and demonstrate an enthusiasm for teaching their content area.	3.3
Item	**Professional Development & Support to Teachers**	**Rating***
55	Teachers in this school have adequate opportunity to meet regularly and to share ideas and materials.	2.8
60	In this school, adoption of new materials, texts, and strategies is accompanied by sustained professional development.	2.9
61	In this school, professional development needs in my content area are identified by reviewing student performance and priorities for improvement.	3.0
64	Follow-up assistance (e.g. materials and coaching) is provided through this school and/or district for implementing skills learned in professional development activities.	2.9
65	Professional development provides opportunities for articulation across grades.	2.8
66	Professional development addresses strategies for educating learners with special needs.	2.8
67	This school provides parents opportunities to participate in activities related to my content area (e.g. curriculum committees, standard-setting committees, assessment studies, family math sessions, writing portfolio demonstrations, science fair, etc.).	3.0
*Mean item agreement ratings are computed by averaging ratings among all respondents to a given item.		

Returning now to item 56, 'I expect all of my students to do well on the CATS tests,' 27% of respondents reported that they strongly agree and 44% indicate that they agree. Almost a quarter of respondents disagree or disagree strongly. Recall that this item did not group well with the others and so was dropped from the factor analysis reported above.

Section 6. Training and Information Needs

Questionnaire items 68 through 75 ask respondents to report their need for information and/or training in eight specific areas by selecting one of two options: *Yes, I need more information/training* or *No, I do not need additional information/training.* Results presented in the table below are ranked according to the percentage of respondents voting affirmatively for training in each area in 2000. Percentages requesting training in 1999 are presented in the far right column labeled 'Yes 1999.' Note that the item numbers changed from 1999 to 2000.

Ranked Percentage of Respondents Reporting Training/Information Needs by Item: 2000 vs 1999

2000 Rank	2000 Item	Training/Information Needs	Yes 2000*	Yes 1999*
1	75	The new CATS accountability system and how results will impact schools	56.5%	70.4%
2	68	Use of varied instructional strategies	51.8	53.4
3	74	Content and structure of the CATS norm-referenced test	49.0	63.5
4	70	Interdisciplinary unit development	47.9	50.5
5	73	Content and structure of the new Kentucky Core Content Test	47.4	58.8
6	72	Using assessment results to guide instruction	43.9	49.1
7	69	Deeper knowledge of my content area	37.5	38.2
8	71	Classroom management	29.7	31.7

*Percentages across columns labeled **Yes 2000** and **Yes 1999** are based on different surveys and are not to be added. The 2000 base for computation of percentages is 13,850, and the 1999 base is 13,405.

Almost 57% of respondents or 7,822 teachers respond affirmatively with respect to their need for training on item 75, 'The new CATS accountability system and how results will impact schools.' Note, however, that the 2000 percentage is considerably reduced over the 70% reported in 1999. About one in two Spring 2000 respondents expresses a need for training with respect to item 74, 'Content and structure of the CATS norm-referenced test.' This figure (49%) is also considerably reduced over the 1999 percentage (63.5%). The 47.4% of teachers asking for training in the Kentucky Core Content Tests (item 73) also represents a diminution of the 1999 figure – 58.8%. Item 72, 'Using assessment results to guide instruction' is cited by just under 44% in 2000 vs. about 49% in 1999, another reduction, albeit a small one. Note that the language of the questionnaire is nonspecific, leaving interpretation of the word 'assessment' to the respondent. It is not possible to know whether teachers have state, local, or classroom assessment in mind when they respond to the item. Readers will note that on 4 out of 8 items, percentages of respondents requesting further training and information are considerably reduced over those reported in 1999.

Training and Information Needs by Respondent Skill Levels in Content Areas

Content Area Knowledge: Readers may notice some overlap between the content of this section and that of Section 3, Skill Levels. Results of analyses examining agreement among related items across sections are presented next.

Among the 5,192 respondents (37.5%) who answered *Yes* to training item 69, 'Deeper knowledge of my content area,' large percentages highly rated their content-area skill levels with respect to several items: 'Using Kentucky Academic Expectations and Kentucky *Core Content* to guide instruction;' (item 28), 'Presenting Core Content concepts to your students;' (item 30), 'Integrating your content with other subject areas;' and item 38, 'Developing standards-based units of study.' Percentages reflecting *ability to instruct others* or ability to *use with minimal guidance* ranged from a high of 93% on item 28 to a low of 72.6% on item 38. Why do large numbers of teachers who rate their content-area skills with respect to Kentucky Academic Expectations and *Core Content* quite highly, never-the-less express the need for deeper content-area training? While these results are paradoxical, they may suggest that these teachers, though confident, are highly motivated to further develop their competence. Consider also that among the 8,054 teachers who express no interest in training for deeper content-area knowledge (by responding *No* to item 69), even larger percentages express confidence -- a high of 95.7 on item 28 and a low of 77.5 on item 38.

Among the 6,078 teachers who indicate a need for training in, 'using assessment results to guide instruction (item 72),' 89% respond confidently, i.e., are able to instruct others or use with minimal assistance to item 31, 'Using open response for classroom assessment.' About 72% of the same teachers report confidence in 'Using state assessment results to guide instruction (item 33)' and 90.3% express confidence with respect to item 34 'Using classroom assessment results to guide instruction.' Again, these apparent inconsistencies may be attributed to the strong motivation, even among respondents who are confident of their knowledge, to use assessment results effectively in the classroom.

DISCUSSION

The Spring 1999 Teacher Survey was conducted in connection with the first administration of the Kentucky Core Content Tests. Student performance results were published in Fall 1999, followed by teacher survey results in 2000. Results of the Spring 2000 Teacher Survey are presented and discussed in this report. Results may be compared to those of the 1999 survey, since all 75 items of the 2000 questionnaire were used in 1999 (though some item numbers changed). The teacher survey questionnaire was redesigned, however, for the 2001 administration. Because of the change, most results of the 2001 survey will not be comparable to results of the 2000 or 1999 survey.

This report does not assume that the Spring 2000 questionnaire items necessarily address the most important and current instructional issues of 2000. It is acknowledged that the instrument has shortcomings. In particular some of the questions lend themselves to dual or even multiple interpretations. This report does take the position, none-the-less, that Spring 2000 teachers' responses to the survey are meaningful and that results may be useful to the Kentucky Department of Education and others for the information they provide as well as the questions that they raise.

The Spring 2000 Teacher Survey asks Kentucky teachers about key aspects of their work: What influences their teaching? How effectively do they feel that they conduct classroom activities and execute instructional techniques? Do they agree with specific descriptive (sometimes evaluative) statements about their school and teaching environment? How often do they have students engage in specific classroom activities? In what knowledge base or instructional method do they wish to be trained?

Large percentages of teachers (88.8% and 85.5%) cite the *Core Content for Assessment* and Kentucky Academic Expectations (items 11, 10) as primary or important influences on what and how they teach. In 1999 these same sources were rated comparably: Core Content was rated highly by 86% and Academic Expectations by 84%. The manner in which teachers adapt their instruction to deliver the core content concepts to groups of students and individual students, however, has yet to be revealed. The third-ranked influence, 'Analysis of student performance on various assessments,' (item 19), cited by about 80% of respondents as a primary or important influence in 2000 and by 79% in 1999, however, raises questions. One would like to know, for example, the specific assessments that teachers have in mind when they respond to the item. Are they thinking of state, local, or classroom assessments? Is assessment information used to set program goals and emphases or to differentiate instruction in classrooms?

Perhaps these matters may be illuminated, by further review of survey results. Items 27 through 38 ask respondents to self-assess their content-area skill levels. Recall that large percentages of respondents (94%) rate themselves highly (able to instruct others

or to use with minimal assistance) with respect to presenting core content concepts to their students. Large percentages also suggest that teachers view themselves as highly skilled in using open response questions for assessment in the classroom (91%) and using classroom assessment results to guide instruction (92.7%). These results suggest that respondents may have classroom assessments in mind with respect to (item 19), 'Analysis of how your student performed on various assessments.'

The persuasiveness of this suggestion, however, is mitigated by examination of the results of item 33, 'Using state assessment results to guide instruction.' While just 26% of respondents rate themselves able to instruct others, another 52.9% say that they can do so with minimal assistance. Can these results be clarified? How do these 79% of participating teachers use, or believe they are to use, state assessment results to guide instruction? What do they understand by the expression 'guide instruction'? Are they thinking of broad, programmatic, grade-level changes impacting large numbers of students? Or, are they thinking of local adjustments, such as might be carried out to differentiate instruction for small numbers or even individual students within classrooms? The broad language of the questionnaire makes it difficult to answer these questions.

Basic skills practice and explaining one's reasoning on the part of students is done very frequently in from half to three-quarters of respondents' classrooms. Completing a quiz, unit test, or assessment is done weekly in almost three-quarters of those same classrooms and, in almost half of them, students work on open-response questions, work problems and quizzes, reach conclusions on the basis of information, represent concepts or ideas in tables, make generalizations, and make predictions on a weekly basis. At the same time, in from one-third to about 60% of classrooms, students work on extended problems, draft writing portfolio entries, and carry out experiments on a monthly basis.

The comparative frequency of various classroom activities tells us something about *how* teachers deliver the core content, but the question that has been raised above concerns whether and how teachers determine what parts of the content to teach, re-teach, review, or emphasize on the basis of the state assessments. Results of item 58, reported in Section 4, may be helpful.

Forty-four percent of respondents *strongly agree* and 42.4% *agree* that, 'The teachers and principal of this school thoroughly review and analyze the state test results to plan instructional program modifications.' This suggests that school and grade level adjustments to instruction are made on the basis of the state assessment. However, one would like reassurance that student-level adjustments are not made solely on the basis of the state or other large-scale assessment. One would like to develop a better picture of the bases used by teachers to adjust their instruction for individual students or small groups, as well as to understand the nature and effectiveness of adjustments made by the most effective teachers. This issue will become more important in 2000 - 2002 as Kentucky schools begin to implement the new KCCT Performance Standards adopted by the Kentucky Board of Education in June 2001.

Results show that, on the whole, participating Kentucky teachers moderately agree with statements expressing favor toward one's professional and teaching environments. At the same time, disagreement, even strong disagreement, is present. In particular large minorities of teachers are not pleased with their schools' follow-up to professional development, collegial collaboration, and opportunities to learn strategies to educate learners with special needs.

Interest in further training and professional development is strong among participating Kentucky teachers. A majority of teachers (56.5%) ask for additional training in the CATS accountability system and how results impact schools (item 75). However the 2000 proportion is considerably reduced over that shown on the 1999 survey (71%). This is to be expected, in view of the fact that 1999 saw the first implementation of CATS. More than half of Spring 2000 teachers ask for training in the use of varied instructional strategies and almost half ask for training in the CATS norm-referenced test. Moreover, note that almost 44% ask for help in using assessment results to guide instruction. Again the language of the questionnaire does not tell us whether it is with respect to state, local, or classroom assessments that teachers wish assistance.

Reference was made earlier to paradoxical results seen in teachers' responses to items in Section 6 on training and information needs when considered along side those in Section 3 on skills levels. Many respondents who express considerable confidence in their content-area instructional skills vis-à-vis the *Kentucky Core Content* and Academic Expectations (items 27, 28, 30 and 38), never-the-less report the need for deeper knowledge of their content areas (item 69). Similarly, respondents who express confidence in using the state assessment results to guide instruction (item 33) and using classroom assessment results to guide instruction (item 34) also indicate a need for training in using assessment results to guide instruction (item 72). It is suggested that these results may be attributable to the strong motivation on the part of Kentucky teachers to further develop their instructional competencies. At the same time, it is acknowledged that the language of the questionnaire results in considerable ambiguity. It is not possible to ascertain from the data the specific type of assessments with which respondents seek help.

The Kentucky Department of Education seeks to create a professional environment that promotes effective teaching -- teaching that leads to student learning and understanding as reflected by proficiency on the Kentucky Core Content Tests. The annual teacher survey is one of several methods used by the department to gather statewide data concerning schools and instruction. The information it provides, while reflecting the views of large numbers, is very broad stroked. Revisions to the questionnaire prepared for use in Spring 2001 address some of the concerns expressed earlier. It is hoped that considerable value will be added to the Spring 2001 Teacher Survey Report as a result of the changes.

Appendix 1

Commonwealth Accountability Testing System

Teacher Questionnaire
Spring 2000

The purpose of this questionnaire is to obtain information that can be used in planning meaningful instructional support materials and professional development for Kentucky teachers. The questionnaire has been substantially revised this year to eliminate redundant items. All individual responses will be confidential. At no time will results for individual teachers be reported.

DO NOT mark your answers on this questionnaire. You have been provided with a generic (General Purpose NCS Answer Sheet) scannable form on which to mark your answers. You will notice that it is a standard, five-option answer sheet even though some of the questions may have fewer than five answer options. Please mark all answers with a **#2 pencil**. On Side 1 of the scannable form, locate the box labeled "Special Codes" (K-P). Write and bubble in your six-digit District and School Code. Your questionnaire is **confidential**; **DO NOT** put your name on the scannable form. When you have completed the questionnaire, please return the answer sheet to your Building Assessment Coordinator.

1. In Jun 2000, how many years of full-time teaching will you have completed?

A. 1 year
B. 2-6 years
C. 7-10 years
D. 11-20 years
E. 21 years or more

2. How long have you been teaching at this school?

A. 1 year
B. 2-6 years
C. 7-10 years
D. 11-20 years
E. 21 years or more

3. What grade level are you mainly responsible for teaching?

A. Primary (P1-P4)
B. Intermediate (4-5)
C. Middle school (6-8)
D. High school (9-12)
E. All grade levels (P1-12)

4. **Which subject area in the following list are you mainly responsible for teaching?**
   A. English/language arts
   B. Mathematics
   C. Science
   D. Social studies
   E. None of the above

5. If you answered "none of the above" to question 4, which subject area in the following list are you mainly responsible for teaching?
   A. Arts and humanities
   B. Vocational studies/education
   C. Health and/or physical education
   D. Foreign language
   E. None of the above

6. Do you hold a major or minor in the subject area that you are mainly responsible for teaching (e.g. reading, English, mathematics, science)?
   A. Yes
   B. No

7. If you teach in an elementary school, which description most closely fits your teaching assignment?
   A. Most or all content areas for a single grade
   B. Team teaching
   C. Single content area in a single grade
   D. Single content area in multiple grades
   E. Resource or collaboration

8. If you teach in the middle grades (6-8), which arrangement best describes your school's team structure?
   A. Interdisciplinary by grade level
   B. Interdisciplinary/multi-grades
   C. Single content area in single or multiple grades
   D. Self-contained classroom
   E. None of the above

9. If you teach in middle or high school, which of the following best describes your scheduling pattern?
   A. Self-contained classroom
   B. Traditional 6 or 7 period day
   C. Block schedule
   D. Modified block schedule
   E. Other

For questions 10-26, please use the key below.

Indicate the degree to which each of the following influences what/how you teach.

KEY: A. **primary** influence on my instruction
B. **important** influence, but others are more important
C. the **same** as other factors
D. a consideration with **little** influence
E. **no** influence

10. Kentucky's Academic Expectations
11. Kentucky's *Core Content for Assessment*
12. Kentucky's *Program of Studies*
13. textbook
14. national standards in your content area
15. your own content knowledge and priorities
16. local school or district curriculum
17. community needs/beliefs
18. student interests and needs
19. analysis of how your students performed on various assessments
20. alignment with what is taught in previous and subsequent grade levels or classes
21. your knowledge of college entrance requirements
22. released items/worksheets from previous Kentucky assessments
23. commercial curriculum or instructional package
24. unit of study developed by other teachers
25. economic/employment projections of future jobs in your area
26. discussion of content with other teachers

For the questions 27-38, please use the key below.

In your content area, what level of skill do you now have for each of the following?

KEY A. able to **instruct others** how to use
B. able to use with **minimal assistance**
C. need **additional guidance**
D. not able to use because I have had **no training**
E. **choose not to** use

27. using Kentucky's Academic Expectations and Core Content to guide instruction
28. presenting Core Content concepts to your students
29. using technology to enhance student learning
30. integrating your content with other subject areas
31. using open response questions for assessment in your classroom
32. meeting the learning needs of students with disabilities
33. using state assessment results to guide instruction
34. using classroom assessment results to guide instruction
35. using performance tasks for assessment in your classroom
36. developing writing portfolio entries
37. using cooperative learning
38. developing standards-based units of study

For questions 39-54, please use the key below

How often do you have students participate in the following activities?

KEY: A. Daily
B. Weekly
C. Monthly
D. Rarely
E. Never

39. practice basic skills
40. work problems or take quizzes from the textbook
41. memorize facts, rules, formulas, classification systems, etc.
42. explain their reasoning
43. represent concepts or ideas in tables, graphs, or pictures
44. work on extended projects that take several days to complete
45. correct homework assigned the previous day
46. work on open-response questions
47. make predictions from patterns of information
48. reach conclusions on the basis of information/data
49. make generalizations
50. explain the relationship between topics covered in class and real-world issues

51. **draft a writing portfolio entry**
52. **carry out an experiment or investigation**
53. **revise their work**
54. **complete a quiz, unit test, or other assessment activity**

For questions 55-67, please use the key below.

Please indicate your level of agreement with the following statements.

KEY: A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No opinion

55. Teachers in this school have adequate opportunity to meet regularly to share ideas and materials.

56. I expect all of my students to do well on the new CATS tests.

57. The curriculum, instruction, and classroom assessments of this school are aligned with Kentucky's *Core Content for Assessment*.

58. The teachers and the principal of this school thoroughly review and analyze the state test results to plan instructional program modifications.

59. In this school, textbooks and other materials are selected on the basis of how well they support our school's learning objectives.

60. In this school, adoption of new materials, texts, and strategies is accompanied by sustained professional development.

61. In this school, professional development needs in my content area are identified by reviewing student performance and priorities for improvement.

62. Teachers in this school provide students with activities that develop critical thinking skills.

63. Teachers in this school serve as models of life-long learners and demonstrate an enthusiasm for teaching their content area.

64. Follow-up assistance (e.g., materials and coaching) is provided through this school and/or district for implementing skills learned in professional development activities.

65. Professional development provides opportunities for articulation across grades

66. Professional development addresses strategies for educating learners with special needs.

67. This school provides parents with opportunities to participate in activities related to my content area (e.g. curriculum committees, standard-setting committees, assessment studies, family math sessions, writing portfolio demonstrations, science fair, etc.).

For questions 68-75, please use the key below.

Would you like to have more information and/or training in the following areas?
KEY: A. Yes, I need more information/training.
B. No, I do not need additional information/training.

68. use of varied instructional strategies
69. deeper knowledge of my content area
70. interdisciplinary unit development
71. classroom management
72. using assessment results to guide instruction
73. content and structure of the new Kentucky Core Content Test
74. content and structure of the CATS norm-referenced test
75. the new CATS accountability system and how results will impact schools

Appendix 2

07:18 Friday, June 29, 2001

Teacher Questionnaire 2000 Frequencies

1. In Jun 2000, how many years of full-time teaching will you have completed?

Years Full-Time Teaching				
TQ1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	39	0.28%	39	0.28%
1 year	870	6.28	909	6.56
2-6 years	3388	24.46	4297	31.03
7-10 years	1984	14.32	6281	45.35
11-20 years	3754	27.10	10035	72.45
21 years or more	3815	27.55	13850	100.00

2. How long have you been teaching at this school?

Years Teaching at School				
TQ2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	51	0.37%	51	0.37%
1 year	1851	13.36	1902	13.73
2-6 years	5092	36.77	6994	50.50
7-10 years	2471	17.84	9465	68.34
11-20 years	2893	20.89	12358	89.23
21 years or more	1492	10.77	13850	100.00

3. What grade level are you mainly responsible for teaching?

School Level				
TQ3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	99	0.71%	99	0.71%
Primary	281	2.03	380	2.74
Intermediate	3967	28.64	4347	31.39
Middle School	4153	29.99	8500	61.37
High School	5250	37.91	13750	99.28
All Levels	100	0.72	13850	100.00

Teacher Questionnaire 2000 Frequencies

4. Which subject area in the following list are you mainly responsible for teaching?

Subject I				
TQ4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	1527	11.03%	1527	11.03%
English/Lang Arts	3475	25.09	5002	36.12
Math	2270	16.39	7272	52.51
Science	1847	13.34	9119	65.84
Social Studies	1853	13.38	10972	79.22
None of Above	2878	20.78	13850	100.00

5. If you answered "none of the above" to question 4, which subject area in the following list are you mainly responsible for teaching?

Subject II				
TQ5	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	5956	43.00%	5956	43.00%
Arts and Humanities	631	4.56	6587	47.56
Voc Studies/Education	1086	7.84	7673	55.40
Health and/or Phys Ed	295	2.13	7968	57.53
Foreign Language	282	2.04	8250	59.57
None of Above	5600	40.43	13850	100.00

6. Do you hold a major or minor in the subject area that you are mainly responsible for teaching (e.g. reading, English, mathematics, science)?

Major/Minor				
TQ6	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	627	4.53%	627	4.53%
Yes- major or minor	9617	69.44	10244	73.96
No - major or minor	3606	26.04	13850	100.00

Teacher Questionnaire 2000 Frequencies

7. If you teach in an elementary school, which description most closely fits your teaching assignment?

Elementary Teaching Assignment				
TQ7	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	8469	61.15%	8469	61.15%
El - Most or all content, single grade	2598	18.76	11067	79.91
El - Team teaching	1086	7.84	7673	55.40
El - Single content, single grade	295	2.13	7968	57.53
El - Single content, multiple grades	282	2.04	8250	59.57
El - Resource or collaboration	5600	40.43	13850	100.00

8. If you teach in the middle grades (6-8), which arrangement best describes your school's team structure?

Middle School Teaching Assignment				
TQ8	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	7872	56.84%	7872	56.84%
MS - Interdisc by grade level	1787	12.90	9659	69.74
MS - Interdisc multiple grades	302	2.18	9961	71.82
MS - Single content, single/multiple grades	2021	14.59	11982	86.51
MS - Self-contained classroom	326	2.35	12308	88.87
MS - None above	1542	11.13	13850	100.00

9. If you teach in middle or high school, which of the following best describes your scheduling pattern?

Middle & High School Teaching Assignment				
TQ9	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	3542	25.57%	3542	25.57%
M/H - Self-Contained Classroom	640	4.62	4182	30.19
M/H - Traditional 6 or 7 periods	4649	33.57	8831	63.76
M/H - Block Schedule	3381	24.41	12212	88.17
M/H - Modified block schedule	669	4.83	12881	93.00
M/H - Other	969	7.00	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

Kentucky Academic Expectations				
TQ10	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	266	1.92%	266	1.92%
Primary infl	7138	51.54	7404	53.46
Important infl	4705	33.97	12109	87.43
Same infl	1453	10.49	13562	97.92
Little infl	240	1.73	13802	99.65
No infl	48	0.35	13850	100.00

Kentucky Core Content				
TQ11	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	31	0.22%	31	0.22%
Primary infl	9211	66.51	9242	66.73
Important infl	3092	22.32	12334	89.05
Same infl	1284	9.27	13618	89.05
Little infl	179	1.29	13797	98.32
No infl	53	0.38	13850	100.00

Kentucky Program of Studies				
TQ12	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	98	0.71%	98	0.71%
Primary infl	5818	42.01	5916	42.71
Important infl	4703	33.96	10619	76.67
Same infl	2414	17.43	13033	94.10
Little infl	538	3.88	13571	97.99
No infl	279	2.01	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

Textbook				
TQ13	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	47	0.34%	47	0.34%
Primary infl	1470	10.61	1517	10.95
Important infl	5286	38.17	6803	49.12
Same infl	3875	27.98	10678	77.10
Little infl	2605	18.81	13283	95.91
No infl	567	4.09	13850	100.00

National Content Standards				
TQ14	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	79	0.57%	79	0.57%
Primary infl	3049	22.01	3128	22.58
Important infl	5423	39.16	8551	61.74
Same infl	3749	27.07	12300	88.81
Little infl	1230	8.88	13530	97.69
No infl	320	2.31	13850	100.00

Your Content Knowledge				
TQ15	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	56	0.40%	56	0.40%
Primary infl	2907	20.99	2963	21.39
Important infl	5624	40.61	8587	62.00
Same infl	3728	26.92	12315	88.92
Little infl	1294	9.34	13609	98.26
No infl	241	1.74	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

School/District Curriculum				
TQ16	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	46	0.33%	46	0.33%
Primary infl	5022	36.26	5068	36.59
Important infl	5202	37.56	10270	74.15
Same infl	2982	21.53	13252	95.68
Little infl	443	3.20	13252	98.88
No infl	155	1.12	13850	100.00

Community Needs/Beliefs				
TQ17	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	50	0.36%	50	0.36%
Primary infl	1127	8.14	1177	8.50
Important infl	4445	32.09	5622	40.59
Same infl	5028	36.30	10650	76.90
Little infl	2656	19.18	13306	96.07
No infl	544	3.93	13850	100.00

Student Interests/Needs				
TQ18	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	40	0.29%	40	0.29%
Primary infl	3651	26.36	3691	26.65
Important infl	5366	38.74	9057	65.39
Same infl	3829	27.65	12886	93.04
Little infl	843	6.09	13729	99.13
No infl	121	0.87	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

Analysis of Student Performance				
TQ19	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	69	0.50%	69	0.50%
Primary infl	5238	37.82	5307	38.32
Important infl	5884	42.48	11191	80.80
Same infl	2177	15.72	13368	96.52
Little infl	385	2.78	13753	99.30
No infl	97	0.70	13850	100.00

Alignment w/Previous & Subsequent Grades				
TQ20	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	71	0.51%	71	0.51%
Primary infl	4234	30.57	4305	31.08
Important infl	6396	46.18	10701	77.26
Same infl	2545	18.38	13246	95.64
Little infl	482	3.48	13728	99.12
No infl	122	0.88	13850	100.00

Knowledge of College Entrance Requirement				
TQ21	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	91	0.66%	91	0.66%
Primary infl	1108	8.00	1199	8.66
Important infl	3224	23.28	4423	31.94
Same infl	3522	25.43	7945	57.36
Little infl	3366	24.30	11311	81.67
No infl	2539	18.33	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

Released Items/Worksheets				
TQ22	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	69	0.50%	69	0.50%
Primary infl	2052	14.82	2121	15.31
Important infl	5198	37.53	7319	52.84
Same infl	4452	32.14	11771	84.99
Little infl	1644	11.87	13415	96.86
No infl	435	3.14	13850	100.00

Commercial Curriculum or Package				
TQ23	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	81	0.58%	81	0.58%
Primary infl	365	2.64	446	3.22
Important infl	2227	16.08	2673	19.30
Same infl	4881	35.24	7554	54.54
Little infl	4673	33.74	12227	88.28
No infl	1623	11.72	13850	100.00

Unit Developed By Other Teachers				
TQ24	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	68	0.49%	68	0.49%
Primary infl	366	2.64	434	3.13
Important infl	2386	17.23	2820	20.36
Same infl	5231	37.77	8051	58.13
Little infl	4261	30.77	12312	88.90
No infl	1538	11.10	13850	100.00

Teacher Questionnaire 2000 Frequencies

10 – 26. Indicate the degree to which each of the following influences what/how you teach.

Projections of Future Jobs				
TQ25	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	84	0.61%	84	0.61%
Primary infl	692	5.00	776	5.60
Important infl	2352	16.98	3128	22.58
Same infl	4338	31.32	7466	53.91
Little infl	4021	29.03	13850	82.94
No infl	2363	17.06	13850	100.00

Discussion of Content				
TQ26	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	57	0.41%	57	0.41%
Primary infl	1503	10.85	1560	11.26
Important infl	5164	37.29	6724	48.55
Same infl	4338	31.32	7466	53.91
Little infl	1595	11.52	13499	85.95
No infl	351	2.53	13850	100.00

27 – 38. In your content area, what level of skill do you now have for each of the following?

Using KY Expectations & Core Content				
TQ27	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	81	0.58%	81	0.58%
Able instruct others	6498	46.92	6579	47.50
Able w/ min assistance	6461	46.65	13040	94.15
Need guidance	673	4.86	13713	99.01
Not able /no training	81	0.58	13794	99.60
Choose not to use	56	0.40	13850	100.00

Teacher Questionnaire 2000 Frequencies

27 – 38. In your content area, what level of skill do you now have for each of the following?

Presenting Core Content Concepts				
TQ28	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	76	0.55%	76	0.55%
Able instruct others	7776	56.14	7852	56.69
Able w/ min assistance	5281	38.13	13133	94.82
Need guidance	606	4.38	13739	99.20
Not able /no training	68	0.49	13807	99.69
Choose not to use	43	0.31	13850	100.00

Using Technology				
TQ29	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	65	0.47%	65	0.47%
Able instruct others	3744	27.03	3809	27.50
Able w/ min assistance	6081	43.91	9890	71.41
Need guidance	3700	26.71	13590	98.12
Not able /no training	207	1.49	13797	99.62
Choose not to use	53	0.38	13850	100.00

Integrating Your Content w/Other Content				
TQ30	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	79	0.57%	79	0.57%
Able instruct others	5635	40.69	5714	41.26
Able w/ min assistance	6381	46.07	12095	87.33
Need guidance	1634	11.80	13729	99.13
Not able /no training	70	0.51	13799	99.63
Choose not to use	51	0.37	13850	100.00

Teacher Questionnaire 2000 Frequencies

27 – 38. In your content area, what level of skill do you now have for each of the following?

Using Open Response Items for Classroom Assessment				
TQ31	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	68	0.49%	68	0.49%
Able instruct others	7606	54.92	7674	55.41
Able w/ min assistance	4995	36.06	12669	91.47
Need guidance	1021	7.37	13690	98.84
Not able /no training	64	0.46	13754	99.31
Choose not to use	96	0.69	13850	100.00

Meeting Needs of Students w/ Disabilities				
TQ32	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	69	0.50%	69	0.50%
Able instruct others	3554	25.66	3623	26.16
Able w/ min assistance	6553	47.31	10176	73.47
Need guidance	3304	23.86	13480	97.33
Not able /no training	337	2.43	13817	99.76
Choose not to use	33	0.24	13850	100.00

Using State Assessment Results to Guide Instruction				
TQ33	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	94	0.68%	94	0.68%
Able instruct others	3607	26.04	3701	26.72
Able w/ min assistance	7329	52.92	11030	79.64
Need guidance	2333	16.84	13363	96.48
Not able /no training	262	1.89	13625	98.38
Choose not to use	225	1.62	13850	100.00

Teacher Questionnaire 2000 Frequencies

27 – 38. In your content area, what level of skill do you now have for each of the following?

Using State Assessment Results to Guide Instruction				
TQ34	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	68	0.49%	68	0.49%
Able instruct others	6698	48.36	6766	48.85
Able w/ min assistance	6130	44.26	12896	93.11
Need guidance	828	5.98	13724	99.09
Not able /no training	64	0.45	13788	99.55
Choose not to use	62	0.45	13850	100.00

Using performance Tasks for Assessment in Your Classroom				
TQ35	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	80	0.58%	80	0.58%
Able instruct others	5097	36.80	5177	37.38
Able w/ min assistance	6078	43.88	11255	81.26
Need guidance	2073	14.97	13328	96.23
Not able /no training	258	1.86	13586	98.09
Choose not to use	264	1.91	13850	100.00

Developing Writing Portfolios				
TQ36	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	80	0.58%	80	0.58%
Able instruct others	5545	40.04	5625	40.61
Able w/ min assistance	5205	37.58	10830	78.19
Need guidance	2391	17.26	13221	95.46
Not able /no training	327	2.36	13548	97.82
Choose not to use	302	2.18	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

27 – 38. In your content area, what level of skill do you now have for each of the following?

Using Cooperative Learning				
TQ37	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	64	0.46%	64	0.46%
Able instruct others	6530	47.15	6594	47.61
Able w/ min assistance	5760	41.59	12354	89.20
Need guidance	1211	8.74	13565	97.94
Not able /no training	125	0.90	13690	98.84
Choose not to use	160	1.16	13850	100.00

Developing Standards-Based Units of Study				
TQ38	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	79	0.57%	79	0.57%
Able instruct others	5097	36.80	5177	37.38
Able w/ min assistance	6078	43.88	11255	81.26
Need guidance	2073	14.97	13328	96.23
Not able /no training	258	1.86	13586	98.09
Choose not to use	264	1.91	13850	100.00

39 – 54. How often do you have students participate in the following activities?

Practice Basic Skills				
TQ39	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	105	0.76%	105	0.76%
Daily	9966	71.96	10071	72.71
Weekly	3236	23.36	13307	96.08
Monthly	329	2.38	13636	98.45
Rarely	182	1.31	13818	99.77
Never	32	0.23	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

39 – 54. How often do you have students participate in the following activities?

Work Problems/Take Quizzes From Notebook				
TQ40	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	113	0.82%	113	0.82%
Daily	3062	22.11	3175	22.92
Weekly	6874	49.63	10049	72.56
Monthly	1761	12.71	11810	85.27
Rarely	1544	11.15	13354	96.42
Never	496	3.58	13850	100.00

Memorize Facts, Rules, Formulas, Classification Systems, etc.				
TQ41	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	104	0.75%	104	0.75%
Daily	1807	13.05	1911	13.80
Weekly	5789	41.80	7700	55.60
Monthly	3184	22.99	10884	78.58
Rarely	2584	18.66	13468	97.24
Never	382	1.86	13850	100.00

Explain Their Reasoning				
TQ42	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	89	0.64%	89	0.64%
Daily	7646	55.21	7735	55.85
Weekly	5096	36.79	12831	92.64
Monthly	810	5.85	13641	98.83
Rarely	186	1.34	13827	99.83
Never	23	0.17	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

39 – 54. How often do you have students participate in the following activities?

Represent Concepts or Ideas in Tables				
TQ43	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	89	0.64%	89	0.64%
Daily	1594	11.51	1683	12.15
Weekly	6537	47.20	8220	59.35
Monthly	4008	28.94	12228	88.29
Rarely	1408	10.17	13636	98.45
Never	214	1.55	13850	100.00

Work on Extended Projects That Take Several Days to Complete				
TQ44	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	78	0.56%	78	0.56%
Daily	756	5.46	834	6.02
Weekly	2141	15.46	2975	21.48
Monthly	8198	59.19	11173	80.67
Rarely	2487	17.96	13660	98.63
Never	190	1.37	13850	100.00

Correct Homework Assigned the Previous Day				
TQ45	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	97	0.70%	97	0.70%
Daily	5866	42.35	5963	43.05
Weekly	4984	35.99	10947	79.04
Monthly	954	6.89	11901	85.93
Rarely	1390	10.04	13291	95.96
Never	559	4.04	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

39 – 54. How often do you have students participate in the following activities?

Work on Open-Response Questions				
TQ46	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	77	0.56%	77	0.56%
Daily	705	5.09	782	5.65
Weekly	6890	49.75	7672	55.39
Monthly	5342	38.57	13014	93.96
Rarely	741	5.35	13755	99.31
Never	95	0.69	13850	100.00

Make Predictions From Patterns of Information				
TQ47	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	82	0.59%	82	0.59%
Daily	1831	13.22	1913	13.81
Weekly	6321	45.64	8234	59.45
Monthly	3953	28.54	12187	87.99
Rarely	1430	10.32	13617	98.32
Never	233	1.68	13850	100.00

Reach Conclusions on the Basis of Information				
TQ48	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	74	0.53%	74	0.53%
Daily	3902	28.17	3976	28.71
Weekly	6604	47.68	10580	76.39
Monthly	2621	18.92	13201	95.31
Rarely	564	4.07	13765	99.39
Never	85	0.61	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

39 – 54. How often do you have students participate in the following activities?

Make Generalizations				
TQ49	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	90	0.65%	90	0.65%
Daily	4687	33.84	4777	34.49
Weekly	6320	45.63	11097	80.12
Monthly	2141	15.46	13238	95.58
Rarely	535	3.86	13773	99.44
Never	77	0.56	13850	100.00

Explain the Relationship Between Topics				
TQ50	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	81	0.58%	81	0.58%
Daily	5846	42.21	5927	42.79
Weekly	6063	43.78	11990	86.57
Monthly	1536	11.09	13526	97.66
Rarely	286	2.06	13812	99.73
Never	38	0.27	13850	100.00

Draft a Writing Portfolio				
TQ51	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	110	0.79%	110	0.79%
Daily	544	3.93	654	4.72
Weekly	2865	20.69	3519	25.41
Monthly	6139	44.32	9658	69.73
Rarely	3270	23.61	12928	93.34
Never	922	6.66	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

39 – 54. How often do you have students participate in the following activities?

Carry Out An Experiment or Investigation				
TQ52	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	119	0.86%	119	0.86%
Daily	406	2.93	525	3.79
Weekly	3717	26.84	4242	30.63
Monthly	4559	32.92	8801	63.55
Rarely	4059	29.31	12860	92.85
Never	990	7.15	13850	100.00

Revise Their Work				
TQ53	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	101	0.73%	101	0.73%
Daily	2975	21.48	3076	22.21
Weekly	6298	45.47	9374	67.68
Monthly	3331	24.05	12705	91.73
Rarely	1036	7.48	13741	99.21
Never	109	0.79	13850	100.00

Complete a Quiz, Unit Test, or Assessment				
TQ54	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	101	0.73%	101	0.73%
Daily	858	6.19	959	6.92
Weekly	10009	72.27	10968	79.19
Monthly	2679	19.34	13647	98.53
Rarely	172	1.24	13819	99.78
Never	31	0.22	13850	100.00

Teacher Questionnaire 2000 Frequencies
All Grade Levels

55 – 67. Please indicate your level of agreement with the following statements.

Teachers in This School Have Adequate Opportunity to Meet Regularly to Share Ideas and Materials				
TQ55	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	342	2.47%	342	2.47%
Strongly Agree	3310	23.90	3652	26.37
Agree	5442	39.29	9094	65.66
Disagree	3134	22.63	12228	88.29
Strongly Disagree	1498	10.82	13726	99.10
No Opinion	124	0.90	13850	100.00

I Expect All of My Students to Do Well on the New CATS tests.				
TQ56	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	353	2.55%	353	2.55%
Strongly Agree	3749	27.07	4102	29.62
Agree	6100	44.04	10202	73.66
Disagree	2860	20.65	13062	94.31
Strongly Disagree	554	4.00	13616	98.31
No Opinion	234	1.69	13850	100.00

The Curriculum, Instruction, Assessments of this School Are Aligned With KCCA				
TQ57	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	343	2.48%	343	2.48%
Strongly Agree	6656	48.06	6999	50.53
Agree	5990	43.25	12989	93.78
Disagree	519	3.75	13508	97.53
Strongly Disagree	112	0.81	13620	98.34
No Opinion	230	1.66	13850	100.00

Teacher Questionnaire 2000 Frequencies

55 – 67. Please indicate your level of agreement with the following statements.

Teacher and Principal of this School Thoroughly Review and Analyze State Test Results to Plan Instructional Program Modifications				
TQ58	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	347	2.51%	347	2.51%
Strongly Agree	6091	43.98	6438	46.48
Agree	5867	42.36	12305	88.84
Disagree	918	6.63	13223	95.47
Strongly Disagree	233	1.68	13456	95.47
No Opinion	394	2.84	13850	100.00

In this School, Textbooks and Other Materials Are Selected On the Basis of How Well They Support Our School's Learning Objectives				
TQ59	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	352	2.54%	352	2.54%
Strongly Agree	5612	40.52	5964	43.06
Agree	6315	45.60	12279	88.66
Disagree	648	4.68	12927	93.34
Strongly Disagree	190	1.37	13117	94.71
No Opinion	733	5.29	13850	100.00

In this School, Adoption of New Materials, Texts, and Strategies is Accompanied by Sustained PD				
TQ60	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	392	2.83%	392	2.54%
Strongly Agree	5612	40.52	5964	43.06
Agree	6315	45.60	12279	88.66
Disagree	648	4.68	12927	93.34
Strongly Disagree	190	1.37	13117	94.71
No Opinion	733	5.29	13850	100.00

Teacher Questionnaire 2000 Frequencies

55 – 67. Please indicate your level of agreement with the following statements.

In this School Professional Development Needs In My Content Area Are Identified by Reviewing Student Performance and Priorities for Improvement				
TQ61	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	369	2.66%	369	2.66%
Strongly Agree	3205	23.14	3574	25.81
Agree	6500	46.93	10074	72.74
Disagree	2387	17.23	12461	89.97
Strongly Disagree	634	4.58	13095	94.55
No Opinion	755	5.45	13850	100.00

Teachers in this School Provide Students with Activities that Develop Critical Thinking Skills				
TQ62	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	346	2.50%	346	2.50%
Strongly Agree	3582	25.86	3928	28.36
Agree	8637	62.36	12565	90.72
Disagree	803	5.80	13368	96.52
Strongly Disagree	120	0.87	13488	97.39
No Opinion	362	2.61	13850	100.00

Teachers in this School Serve as Models for Life-Long Learners and Demonstrate Enthusiasm for Teaching Their Content Area				
TQ63	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	349	2.52%	349	2.52%
Strongly Agree	4390	31.70	4739	34.22
Agree	7859	56.74	12598	96.26
Disagree	734	5.30	13332	96.26
Strongly Disagree	120	0.87	13452	97.13
No Opinion	398	2.87	13850	100.00

Teacher Questionnaire 2000 Frequencies

55 – 67. Please indicate your level of agreement with the following statements.

Follow-Up Assistance (e. g., Materials and Coaching) Is Provided Through this School and/or District for Implementing Skills Learned in PD Activities				
TQ64	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	371	2.68%	371	2.68%
Strongly Agree	2281	16.47	2652	19.15
Agree	7199	51.98	9851	71.13
Disagree	2754	19.88	12605	91.01
Strongly Disagree	634	4.58	13095	94.55
No Opinion	747	5.39	13850	100.00

PD Provides Opportunities for Articulation Across Grades				
TQ65	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	379	2.74%	379	2.74%
Strongly Agree	2034	14.69	2413	17.42
Agree	6974	50.35	9387	67.78
Disagree	2825	20.40	12212	88.17
Strongly Disagree	594	4.29	12806	92.46
No Opinion	1044	7.54	13850	100.00

PD Addresses Strategies for Educating Learners With Special Needs				
TQ66	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	370	2.67%	370	2.67%
Strongly Agree	1956	14.12	2326	16.79
Agree	7206	52.03	9532	68.82
Disagree	2971	21.45	12503	90.27
Strongly Disagree	625	4.51	13128	94.79
No Opinion	722	5.21	13850	100.00

Teacher Questionnaire 2000 Frequencies

55 – 67. Please indicate your level of agreement with the following statements.

This School Provides Parents with Opportunities To Participate in Activities Related to My Content Area				
TQ67	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	365	2.64%	365	2.64%
Strongly Agree	3291	23.76	3656	26.40
Agree	6594	47.61	10250	74.01
Disagree	2371	17.12	12621	91.13
Strongly Disagree	546	3.94	13167	95.07
No Opinion	683	4.93	13850	100.00

68 – 75. Would you like to have more information and/or training in the following areas?

Use of Varied Instructional Strategies				
TQ68	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	579	4.18%	579	4.18%
Yes – More Information	7180	51.84	7759	56.02
No More Information	6091	43.98	13850	100.00

Deeper Knowledge of My Content Area				
TQ69	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	604	4.36%	604	4.36%
Yes – More Information	5192	37.49	5796	41.85
No More Information	8054	58.15	13850	100.00

Interdisciplinary Unit Development				
TQ70	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	592	4.27%	592	4.27%
Yes – More Information	6634	47.90	7226	52.17
No More Information	6624	47.83	13850	100.00

Teacher Questionnaire 2000 Frequencies

68 – 75. Would you like to have more information and/or training in the following areas?

Classroom Management				
TQ71	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	559	4.04%	559	4.04%
Yes – More Information	4116	29.72	4675	33.75
No More Information	9175	66.25	13850	100.00

Using Assessment Results to Guide Instruction				
TQ72	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	550	3.97%	550	3.97%
Yes – More Information	6078	43.88	6628	47.86
No More Information	7222	52.14	13850	100.00

Content and Structure of the New KCCT				
TQ73	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	550	3.97%	550	3.97%
Yes – More Information	6568	47.42	7118	51.39
No More Information	6732	48.61	13850	100.00

Content and Structure of CATS NRT				
TQ74	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	561	4.05%	561	4.05%
Yes – More Information	6781	48.96	7342	53.01
No More Information	6508	46.99	13850	100.00

Teacher Questionnaire 2000 Frequencies

68 – 75. Would you like to have more information and/or training in the following areas?

The New CATS Accountability System and How Results Will Impact Schools				
TQ75	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing Value	653	4.71%	653	4.71%
Yes – More Information	7822	56.48	8475	61.19
No More Information	5375	38.81	13850	100.00